DOCUMENT RESUME

ED 161 869 SP 013 289

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TITLE Training Volunteers and Aides: An Inservice Teaching Packet.
PUB DATE 78
NOTE 56p.; For related document, see SP 013 288

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Inservice Education; *Lesson Plans; On the Job Training; *Paraprofessional School Personnel; Teacher Aides; Teacher Developed Materials; *Teaching Guides; Training Objectives; Volunteers; Volunteer Training

ABSTRACT

This inservice packet is designed to guide teachers in training paraprofessionals to function in the school community. Complete lesson plans are included for six lessons of approximately 45 minutes to an hour. Specific measurable objectives are cited, and participant activities include: (1) discussing the value and use of paraprofessional assistance in the school setting; (2) developing a specific list of tasks that can be performed in the school setting; (3) being trained according to their specific job descriptions (i.e., clerical, tutoring, enrichment, use of machinery, etc.); and (4) developing an awareness through discussion of the professional ethics involved in working in a school setting. Also included is a section on general principles and guidelines for successful tutoring and a list of additional resources. (Author/DS)

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"Training Volunteers and Aides

An Inservice Teaching Packet

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1978

SP 013 289

6-20 Points
Type - E

Overview

This inservice packet is designed to guide you in training paraprofessionals to function in the school community. Specific measurable objectives are:

Paraprofessional participants will:

1. Examine ways in which paraprofessionals can assist in the school setting.
2. Determine specific ways in which they can offer assistance to the teachers and students.
3. Acquire skills in the specific area of their job. (i.e. tutoring, child development, clerical skills, use of machinery, etc.)
4. Develop an awareness of ethics for working in the school community.

Activities include:

Paraprofessional participants will:

1. Discuss the value and use of paraprofessional assistance in the school setting.
2. Develop a specific list of tasks they can perform in the school setting.
3. Be trained according to their specific job descriptions (i.e. clerical, tutoring, enrichment, use of machinery, etc.)
4. Develop an awareness through discussion of the professional ethics involved in working in a school setting.

Successful inservice component completion will be evidenced by:

1. Lists of specific tasks keyed to job descriptions.
2. Observation of paraprofessional performing in the school setting.
3. Joint evaluation of the program by Resource Teacher and direct supervisor of paraprofessional.

Complete lesson plans are included for six lessons of approximately 45 minutes to an hour. The range of points for component completion is 6-20. It is suggested that updating meetings be held throughout the school year after initial training to share progress, evaluate the program, and improve paraprofessional skills. Participants receive one point for each of the six initial training sessions and one point for each hour of inservice thereafter. Suggestions for updating sessions are included in the reference section of this packet.

Introduction

Volunteers by their very definition are good people. They desire to reach out beyond themselves to touch the lives of others. They want to help. Your job as volunteer trainer is to help them help more effectively.

Usually volunteers are unsure how exactly they can be of assistance. They frequently lack understanding of their own strengths and weaknesses. Generally they are unfamiliar with educational teams, procedures, and policies.

Volunteers do have enthusiasm, cheerful smiles, talents, love for children, and a desire to perform some fulfilling task.

Your task as trainer then is to help them realize their potential, become aware of all the ways they can be of assistance in the school community, and provide the skills they need to help.

There's a lot to be done, but the audience is certainly willing and eager! The idea in volunteer training is to build skills and self concept. Sound familiar?

Sessions

I. What Can I do?
- Ways to Help
- Qualifications

II. Meet Our Children!
- Child Development
- Readiness for Skill Learning
- Training Patterns
- Tutoring Types

III. Welcome to Our School!
- Duties & Responsibilities
- Ethics
- Rules and Policies

IV. Meet our Staff!
- Training with a Teacher
- Communication
- Evaluation

V. Howdy Pardner!
- Team building
- Job Description Development

VI. Let's Get Going!
- Orientation

Session I

"What Can I Do"

A. Overview

How can a volunteer help in the school community? What jobs need doing? What skills does the volunteer bring to these tasks? These questions will be answered in Session I.

B. Materilas

folder for each volunteer (to use all through training)
pencil
paper
coffee!
film - "Becoming a School Volunteer" & projector
OR
Videotape and equipment - "Helpers: Personalizing the Reading Process"

C. Session

(This first session with your volunteers is for making impressions. They will be anxious to make a good impression on you; the school must make a good impression on them. As trainer, you may be the first person in the school community that the volunteer meets. Make them feel welcome. Serve coffee. Allow time for introductions; conversation; getting acquainted.

The school principal ideally should attend this informal "get-acquainted" session. He or she should personally greet and meet the volunteers individually and welcome them as a group. The principal may choose to speak at the onset of the lesson.)

You are probably asking yourself now, "What can I do?" here at school. You may be wondering how you can help, where in the school you may be asked to work, what types of activities are to be tackled? What age level will you work with if you tutor? Will you be asked to do something you can't do? Which teacher will be your partner? Can you work in the library?

All these questions and more are dancing in your head. Let me tell you what's going on in my head. I'm delighted you are here. We need you! Our children each have special needs individual to him or her. One teacher cannot spend enough time with each child to truly meet all these needs. We need extra hands, extra feet, extra eyes.

Our students need somone to listen. To listen to them read or practice math facts. To help them memorize a play part or poem. Listeners who will take a moment to share a pet's new trick, a new discovery, or a sad event from home.

Our students need lookers. Someone to look at a paper and read the directions; to look at a bird's nest found on the playground. A grown-up to look at a broken shoelace and solve the problem or look at a handwriting paper and say, "Super!!"

Our students need talkers. Someone to explain a math problem or science experiment. A tutor to make reading a reality and not a frustrating experience. A talker who will soothe the wrinkled brow after a fight and wipe away tears.

Our students need huggers, paper correcters, smilers, organizers, bathroom takers, lunch ticket collecters, and story readers.

Our students need you! There are as many ways to help as you or a teacher or student can think of in a day. Welcome!

The first thing I'd like you to do is write 5 things you're very good at on this paper. (Allow volunteers time to complete then share orally their lists.)

Now I want you to think of 5 things you feel you could do successfully here to help at school. (Again allow time; then share.)

List for me finally what qualifications you feel you have to be a school volunteer. (This maybe difficult for participants. Often thinking of good things about yourself is not easy. Some may be stumped; others embarrased. Encourage them to be honest.

Remind them that the first step in any undertaking is honest evaluation of your strengths and qualifications. Again - discuss and share.)

The general qualifications for being a good school volunteer are only two in number. One is that you must want to help. Two is that you like working with children. You can see all of you are already highly qualified because your individual talents go far beyond my two qualifications.

(Share with the volunteers the goals of your school volunteer program. List for them the kinds of tasks the teachers have cited as needing volunteer attention. Ask them to be thinking about what they'd like to do and the things that need done. They should leave this session with a foundation understanding of what talents and interests they bring to the school and what tasks the school needs done that they might enjoy doing.

Have each participant fill out an information card for you. Include this informaion.

Name:_____

Address:_____

Phone:_____

Children and their ages:_____

Interests:_____

In case of emergency notify:_____

Previous Experience with children:_____

D. Activity

Show film - "Becoming a School Volunteer"
OR
Videotape - "Helpers: Personalizing the Reading Process"
(Guide & V.T.R. available at the Professional Library.)

Session II

"Meet Our Children"

A. Overview

The issues of child development, readiness for skill learning, learning patterns, and tutoring types will be discussed this session.

B. Materials

Copies of:

Volunteering Hints
More Hints
Using Positive Responses
The Students Need
What Makes Students Tick

Videotape - "Sample Volunteer Lesson" and equipment

C. Lesson

Just as no two of you are alike, (You have different strengths and talents as we discovered last session) so no two children are exactly alike. If you are a parent you already know this. Both your children probably did not walk at the same age, speak the first same word, nor achieve "potty training" with the same manner and success.

There are however some similarities in the stages a child goes through as he or she grows and develops. Experts who study child development tell us of the "terrible two's" and the "eager eight's". Again, if you are a parent you have watched your babies grow and change from birth monthly to the first year gaining strength and new abilities. School age children are divided into grades in most public schools. Those grade divisions are based on age. When faced with 30 six year olds, it's handy to have some idea how six year olds <u>might</u> be expected to behave. I'll explain the reason I said "might" later.

(Pass out copies of "What makes A Student Tick" and discuss age level expectancies and traits.)

You recall I said I'd explain the reason I said how six year olds might be expected to behave. I used might because all children do not develop at the same rate. Johnny Smith learned to walk when he was 9 months old. Billy Jones was still crawling at 10 months and took his first step at almost 11 months. These two boys will not both learn to read at the same time.

Susan Carlile spoke in complete sentences at age 2 but her cousin Nancy didn't talk much at all until she was 4. Will both girls be ready to work independently in school at the same time?

No two six year olds are exactly at the same spot in their physical, mental, social, or emotional development at the same time. They are not always ready to learn the same skills in school at the same time. If Jack doesn't know his alphabet yet he isnt' ready to read a story with Cindy. Keep this in mind when you work with students.

In whatever grade you work, all the students will be at different levels of growth and academic achievement, but some age-level characteristics will apply. The traits presented here for the different ages are meant to be a general guide to orient you to the "typical" child at that grade/age. How many "typical" children have you met?

Just as children learn at different rates and develop at different levels, they also have different ways of learning. Some students learn primarily with their eyes. The work a teacher plans for them must include visual aids, pictures, charts, etc. Other students learn by hearing and need lots of repetition and oral work. Another group of pupils learn by touching. Children like this need to count sticks to learn to add, to feel felt letters to learn the alphabet. Your teacher will guide you as you work with students so that the activities you carry out are matched to that childs' learning style. Of course many children use a combination of all three (eyes, ears, and touch) methods to learn.

Children who have a learning problem are in need of special consideration

What makes a student tick?

(Always allow for individual differences, no two students are alike.)

1. Five year olds are:

   a. Learning to draw simple shapes, circles, triangles, and squares.
   b. Able to tell long stories accurately and like to embellish.
   c. Inquisitive as to how things work, what they are and definitions of words.
   d. Good at and enjoy cutting, pasting and working on specific things.
   e. Very fond of playing dress-up in adult clothes.
   f. In need of assurance that they are loved at home and school.
   g. In need of opportunity to do things for themselves and develop their own powers.

2. Six year olds are:

   a. Self-centered, domineering, stubborn and aggressive.
   b. Needing to be first, loved best, praised most, and to win.
   c. Domineering and bossy with playmates.
   d. Best at learning through active participation.
   e. Hard pressed to make a decision.
   f. In need of wise supervision, with a minimum of interference.
   g. In need of active direct participation.

3. Seven year olds are:

   a. Unable to respons promptly and likely to be forgetful.
   b. At a wide range of individual reading rates.
   c. Interested in musical instruments.
   d. Easier to discipline. Sensitive to praise and blame.
   e. Complainers and sulkers.
   f. In need of right combination of independence and encouraging support.
   g. Also in need of warm friendly relationship with adults.

4. Eight year olds are:

   a. Adapting to near and far vision with their eye sight.
   b. Alert, friendly, and interested in people.
   c. Also careless, noisy and argumentative.
   d. Easily hurt by careless remarks and criticism.
   e. In need of frequent reminders about responsibilities.
   f. In need of much praise and encouragement from adults.
   g. Fond of team games, comics, adventure stories and collections.

5. Nine year olds are:

   a. Becoming more independent and increasing in self-motivation.
   b. Interested in more things and resentful of interruptions.
   c. Essentially truthful and honest.
   d. More interested in talking and listening than working.
   e. Very fond of memorizing, but not generalizing or correlating.
   f. Wanting teachers to be fair. They are critical.
   g. Worshiping some hero.

6. Pre-adolescents are:

   a. Awkward, lazy, and restless because of rapid and uneven growth.
   b. Very antagonistic and teasing toward the opposite sex.
   c. Often over-critical, rebellious and uncooperative.
   d. In need of warm affection and a sense of humor from adults.
   e. Turned off by nagging, condemnation and being talked down to.
   f. In need of a feeling of belonging and acceptance.
   g. In need of increasing opportunities for independence.

7. Adolescents are:

   a. Often going to extremes, emotional instability and know-it-alls.
   b. Very interested in philosophical, ethical and religious problems.
   c. Showing a step toward adulthood by asserting independence.
   d. In need of acceptance by peer group.
   e. In need of adult guidance that is kindly, and does not threaten freedom.
   f. Seeking both dependence and independence.
   g. In need of provision of a constructive recreation, possibly a "worthy cause".

8. Disadvantaged students are:

   a. Sometimes shy or over-aggressive.
   b. Possibly apprehensive of rejection by adults or peers.
   c. Very limited in their experiences and general knowledge.
   d. Often use different speech patterns. This may cause confusion in communicating. Just go slowly and smile a lot. Often very restless, destructive and irritable.
   e. Easily upset and discouraged.
   f. Also often suspicious, resentful and apathetic.

All of these are due to his problems at home and school. These children need a lot of love and understanding -- but a friend made is one you will never lose.

From:

V.U.E. Orientation Manual

Some of you will be tutoring slow learners or students behind in basic skills. Generally this type of child is frustrated because school work is too hard. He or she is easily discouraged. They have low opinions of themselves. The first step is to find something simple that the child can do well and easily. Then praise him or her. Begin to build in the student a more positive self image. Make school a fun place. The individual attention and caring offered a struggling child will make the difference in their future.

(Pass out and discuss "Volunteering Hints, More Hints, Using Positive Responses, and The Students Need".)

Possibly the most important role of a school volunteer is that of "positive self concept builder". Extra adult attention, time taken to be sure a student understands, and praise are powerful motivators in a childs' life. If you believe in the child, he/she might start believing in himself.

D. Activity

Show videotape of a volunteer led practice session with students. Discuss these points:

Age level of students
Use of positive reinforcement
Use of "Hints for Tutoring"
Etc.

Volunteering Hints:

Volunteering is a unique experience. Be yourself. It will take time and patience for you both to feel comfortable and friendly.

REMEMBER:
- the power of beginning a conversation with a SMILE
- the value of a sincere "thank you"
- the importance of a positive attitude
- the value of listening

BE TRUTHFUL. Be truthful at all times. Students will trust and respect you when you are "on the level".

BE FAIR. Avoid preferential or "picky" treatment. Do not make comparisons between students.

BE OBJECTIVE. The level at which your student is working may seem low. Remember, this is an area of weakness for this student.

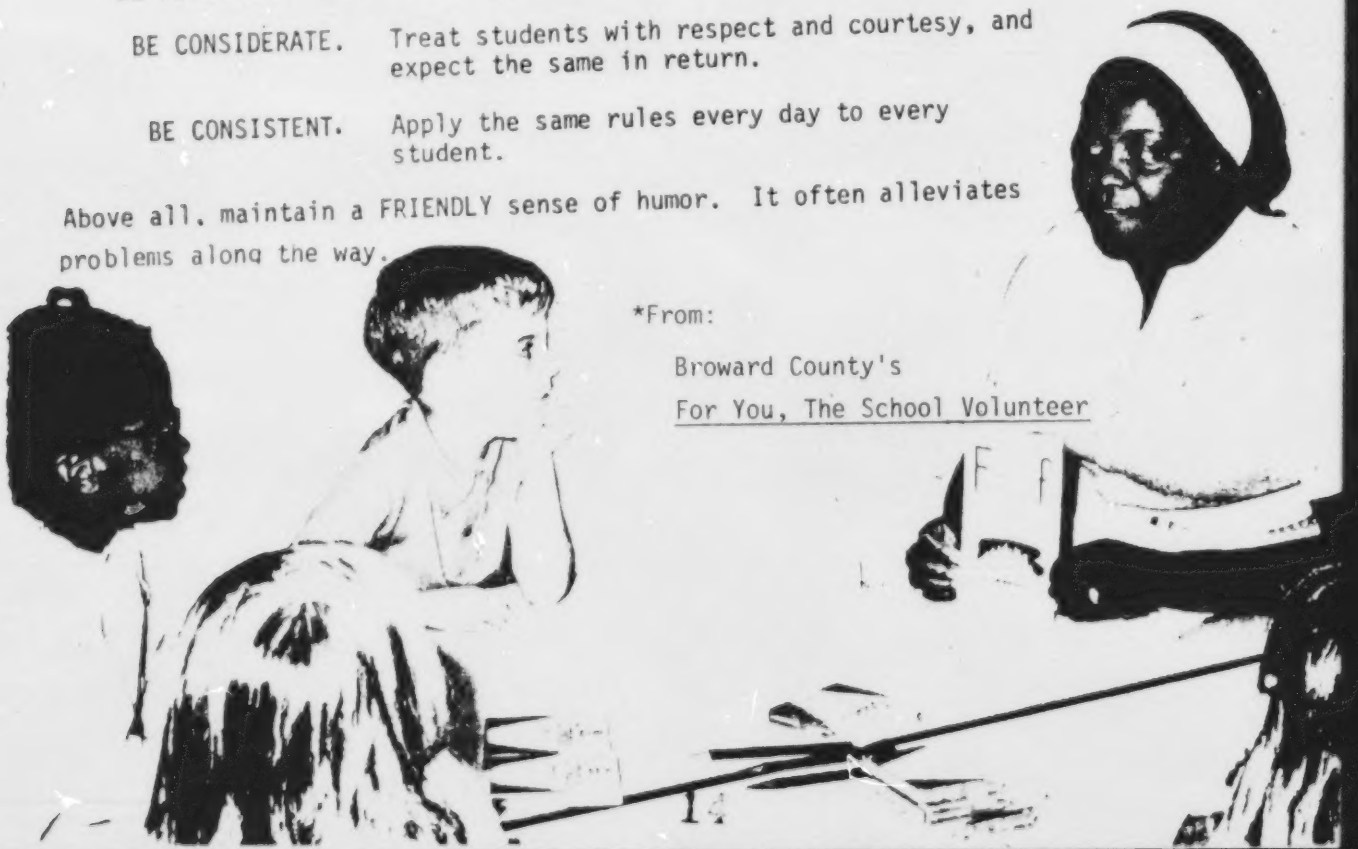
BE PATIENT. Do not be discouraged. Learning can be a hard and slow process for some. Improved motivation, behavior and self-concepts are equally as important as academic achievement.

BE FLEXIBLE. Be willing to adapt to special situations.

BE CONSIDERATE. Treat students with respect and courtesy, and expect the same in return.

BE CONSISTENT. Apply the same rules every day to every student.

Above all, maintain a FRIENDLY sense of humor. It often alleviates problems along the way.



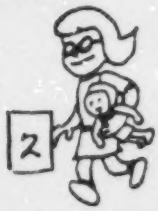
*From:

Broward County's
For You, The School Volunteer

MORE

Hints!

A student's name is very important. Make sure you say the student's name the way the student wants it said. Learn to spell the name correctly.



Make sure your student knows and can pronounce your name. You might give it to the student on a card to carry.

Show that you are interested in the student as a person. Listen carefully to what the student has to say. Ask questions about favorite activities, family members, good friends and personal hopes and dreams. By your words and actions, let your student know that you care.

Meet the unexpected needs of your student by using your creativity.

Be reliable. If you must be absent, call the school and ask that the student be told you cannot come that day. The student will be disappointed that you can't come, but reasuured that you care enough to call.

Students make mistakes. Let them know that making mistakes is a part of learning. Do not be afraid of making mistakes yourself.

Build the student's self-confidence. Praise your student honestly and frequently. Remember attentiveness and effort can be as important as performance. Accentuate the positive; minimize the negative.

Using Positive Responses

Examples of the many ways that you may say, "I am proud of you."

That shows thought.

I like the way you are getting your materials.

That's so good!

I think a lot of you.

That shows a great deal of work.

How beautiful!

Exactly!

Wonderful!

Perfect!

Wow!

What wonderful work!

I like the way you explained that.

Right on!

That's just great!

You're very pleasant to have around.

Yes, I think you should continue.

That's a neat expression.

That's very sweet of you.

You're doing just fine.

You are really improving.

I'm very proud of you.

This is so creative.

This is nicely done.

You write your numbers (letters) nicely.

Let's put this special work on the bulletin board.

You should be very proud of this.

I like the way you accept responsibility.

I'm happy [illegible]e that your desk is in order.

Congratulations!

Your work is neat.

Show this to your parents.

Keep working hard.

Oh! I like that.

I like the way you behave.

That is terrific!

The Students Need:

To... think you are working <u>with</u> them, rather than talking at them. Patronizing can do more harm than good.

To... know you will handle minor behavior problems, fairly, firmly and in a friendly manner. Disruptive behavior must be dealt with by the classroom teacher.

To... talk about their problems now and then. When this happens, just listen and refrain from prying. Avoid taking sides; and you may not know the "whole story".

To... be accepted as they are, rather than to have our personal standards imposed upon them. Times change; each of us is an individual.

To... find success in their school work each session. Praise and acceptance will speed their progress. Ridicule and sarcasm do not sell success.

To... succeed in learning by working with others and sharing ideas. "Preaching" turns most students off.

To... have your complete attention during the tutoring session. Interruptions may cause a student to lose his train of thought.

Session III

"Welcome to Our School"

A. Overview

The policies and rules of the school and the ethics of working in the school community are targets for discussion. The duties and responsibilities of a volunteer are also presented.

B. Materials

Copies of:

Volunteer Responsibilities
Code of Ethics for Volunteers

C. Lesson

When you enter the school community you take on certain responsibilities and duties. The way you act, speak, dress, and handle yourself represents not only yourself, but now also represents the school, students, and teacher with whom you work.

Take a few moments and thoughtfully consider these points.

(Pass out copies of "Volunteer Responsibilities". Allow plenty of time for participants to complete thoughtful consideration of each question. Discuss at each point.)

Professionalism is a word used to describe a type of behavior deemed suitable for a profession. As school volunteers you will be working side by side with a professional educator. You must handle yourself professionally also.

School records and what goes on in classrooms are largely confidential. A volunteer would never tell a parent how a child is performing or discuss the ability or behavior of a student in the class in which they work. The teachers is the one who must share this information with the parents.

Neither would a volunteer tell tales about a teacher in the faculty lounge or grocery store.

follow the proper channels when persuing an issue or answer. Going over someone's head can be very upsetting even if it's unintentional. Your teacher is your direct supervisor. Of course, the building volunteer coordinator always stands ready to help.

Do not use the school to sell goods ideas. Leave campaigns outside.

Acting in a courteous, efficient, manner will serve you in good stead. Remember to smile and enjoy your day. Be warm, friendly, and flexible.

As a volunteer you will be asked to work with many kinds of children. All of them may not be your favorites. All of them many not be clean, polite, or even likeable. You must try to be fair and considerate with all students. It is the child with problems who needs your love the most.

(Pass out copies of "Code of Ethics for Volunteers". Allow participants to read it. Ask for any questions in the area of ethics or professionalism.)

(The next part of the lesson will be specific to <u>your</u> school.

Discuss in detail the following:

1. School rules for students
2. School policy as it affects volunteers
3. Dress code at your school
4. Use of faculty lounge
5. Sign-in procedure
6. Attendance (Keeping a record of hours worked; making arrangements for absence.)
7. Smoking regulations
8. Cafeteria hours and prices
9. Restrooms
10. Parking

etc.)

Volunteer Responsibilities

Please consider these questions deeply and truthfully before making the commitment:

1. Can you be 100% dependable? Only make a commitment that you will be able to fulfill. If you are unable to keep your commitment, notify the school as soon as possible.
2. Will your attitude be flexible, open minded, willing to be trained, supervised and accept and abide by school rules and regulations?
3. Professionalism is very important; here are some pointers:
   a) Totally respect the confidentiality of your relationship to the school. We must be very careful to insure that a student's work and behavior in his school life be held in confidence by those who work with him.
   b) Understand and accept the students in terms of their own backgrounds, values, manners, vocabulary, and aspirations. These may be different from yours.
   c) Leave your own concerns and pressures at home. Don't share information about your current personal or family life with the staff or student.
   d) Never ask students personal questions that will invade their right to privacy. However, listen without judgment if they wish to share with you.
   e) If you should hear any personal or school problems on the staff where you serve, please let them go not further than your ears.
   f) Your words and your actions should always agree in dealing with students. Be sure that what you offer to do with students can be done.
   g) Stand as one with the teacher. At the time you are serving, you are the authority for those students you are helping.
   h) Walk and speak quietly. Be calm and attentive. Show the student you have confidence in him--he will do his best whatever that may be.
   i) We are "building" self-esteem and an adequate self-image as well as learning skills and developing ideas. We must think we can do something before we can do it. We must believe in ourselves before we can be good learners. Find somthing you can honestly say that is positive each time you work with a student. Example: "You have listened well"; "You have worked hard"; "I like the way you keep your place"; etc.
   j) Be a good listener rather than a good talker.
   k) Always show patience.
   l) Be cheerful in your work. A smile to a student means warmth and acceptance. Perhaps you need each other.
4. Communication. You have a responsibility to tell the teacher if you discover a student has a serious problem that relates to school. If you are uncertain of something, arrange to discuss it with the teacher.

From:

V.U.E. Orientation Manual

CODE OF ETHICS FOR VOLUNTEERS*

As a volunteer, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work. Like them, I assume certain responsibilities and expect to account for what I do in terms of what I am expected to do. I will keep confidential matters confidential. I interpret "volunteer" to mean that I have agreed to work without compensation in money, but having been accepted as a worker, I expect to do my work according to standards, as the paid staff expect to do their work.

I promise to take to my work an attitude of openmindedness, to be willing to be trained for it; to bring to it interest and attention. I realize that I may have assets that my co-workers may not have and that I should use these to enrich the students for whom we are working together. I realize also that I may lack assets that my co-workers have, but I will not let this make me feel inadequate but will endeavor to assist in developing good teamwork.

I plan to find out how I can best serve the students and to offer as much as I am sure I can give, but no more. I realize that I must live up to my promises and, therefore, will be careful that my agreement is so simple and clear that it cannot be misunderstood.

I believe that my attitude should be professional. I believe that I have an obligation to my work, to those who direct it, to my colleagues, to those for whom it is done and to the public.

Being eager to contribute all that I can to human betterment, I accept this code for volunteers as my code to be followed.

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*Reprinted from *A Guide for Friendly Visitors*, Publication No. 1012, May, 1969, New York State Department of Social Services.

Session IV

"Meet Our Staff"

A. Overview

Each volunteer will be teamed with a teacher or other professional. The nature of this relationship, communication vehicles, and evaluation procedures are vital.

B. Materials

Copies of:

"Suggestions for Developing Volunteer Teacher Relationships"
"Working with People"

C. Lesson

Communication is at the heart of any working relationship. Next session you will be paired with a teacher or other professional in the building. The two of you will begin an adventure together.

Volunteerism is a people business. You enjoy people or you wouldn't be here. It is vital that you and your partner begin at the onset of your relationship to talk openly and honestly about your expectancies of one another. It will be your teacher's responsibility to explain as clearly as possible what your activities and tasks are and how exactly he or she expects them to be done. It will be your responsibility to ask questions when you are uninformed or don't understand. It is better to ask a question <u>before</u> attempting to handle an activity with a group of children. An unasked question can spell disaster in the group lesson.

If your teacher is assigning you an uncomfortable task, speak up! If you have an idea or suggestion of your own, speak up. The two of you should operate as a team.

Each session should be evaluated after completion. A time should be set aside for you and your teacher to think over what happened that day. Were the activities you did suitable for the children? How did the children perform?

Did you have enough activities to fill the time period? Were the teacher's directions to you clear?

The teacher should share his or her perception of the day. Was he or she pleased with how you handled the tasks you were assigned? Does he or she have any tips or suggestions for you?

These evaluation sessions are very important. If both partners are honest and fair and if any criticism is constructive, the volunteer program can only thrive and improve.

Students are different. So are teachers. No two teachers in our school work exactly the same way in their classrooms with their students. Your first task as an active volunteer is to watch your teacher. Learn his or her habits. Is he/she comfortable when you make suggestions? Are pupils allowed to ask you to go to the restroom, or must the teacher always give permission? Talk to your teacher. When in doubt about something ask a question.

You may not always agree with your teacher, but he or she is in charge. Help in any way you can. Remember that legally and educationally the teacher is responsible for the students. You cannot be left alone with boys and girls. The teacher must always supervise your activities.

Later this year we will all be evaluating our school volunteer program. Teachers, students, volunteers, building coordinator, and principal will all be involved. Keep mental notes of things that work and things that need adjusted. You can share these at any time.

(Pass out copies of: "Working with People" and "Suggestions for Developing Volunteer/Teacher Relationships" - Discuss.)

D. Activity

Each of these role play situations is designed to let the volunteers practice "end of session evaluation" and honest communication with their professional partner.

Set the situation, allow 2 minutes for the drama, then discuss.

The drams call for a teacher and volunteer part.

Situation 1: You have difficulty understanding the directions your teacher writes for you to use as you tutor. She is already teaching when you arrive and cannot be interrupted she says.

Situation 2: You have some really good suggestions for helping Sonya read faster. You've been working with her for 2 weeks. You want to tell the teacher your ideas.

Situation 3: You just finished working with a group on math addition facts. Evaluate the session.

Situation 4: You are enjoying your volunteer position in Miss Trump's fifth grade, but you'd like to try to do something different, maybe take some groups to the library. Tell Miss Trump.

Situation 5: You have set up a center on butterflies for science. Your teacher asked you to plan an activity for the students. You can't think of anything. Help!

(Announce that the next session they will meet and be teamed with their teacher. A job description will be developed. Volunteer participants need to be considering what they'd really like to do in the school community and what their hours and days will be.)

Suggestions for Developing *
Volunteer/Teacher Relationships

1. Establish a good firm working relationship with the teacher.

2. Discuss the level of class, special help needed for students, time at which teacher needs assistanct most, and areas and goals that the teacher is pursuing.

3. Exchange phone numbers so that, if necessary, contact may be established.

4. Let the teacher know what training you have received, and discuss the job assignment together.

5. Come to the classes at the time and day pre-arranged with the teacher. She will have changed her work schedule to include you. Also, the student will be relying on your arrival.

6. Be warm, friendly and courteous at all times. Remember teachers have good and bad days, worries and frustrations, and these are bound to show in some way.

7. Never disagree with the teacher in front of students or let the students play you against each other.

8. Keep channels of communication honest and open. If there is a problem, speak about it to the teacher or volunteer coordinator. Also, don't be afraid to ask questions.

9. Let the teacher know if you have discovered a serious problem or handicap that may affect the student's work.

10. Be willing to receive direction and supervision from the teacher or other members of the school staff.

11. Clearly understand the task which has been identified and work toward a specific goal.

12. Make sure the teacher in charge of the activity is aware of your plan of action, and approves of it.

13. Complete the assignment as quickly and as thoroughly as possible in order to work independently without having every activity assigned.

14. Identify appropriate classroom behavior that the teacher wishes to re-enforce and work with the teacher to this end.

15. Do not run to the teacher with small questions or complaints all through the lesson, check before class, and ask questions after.

*Reprinted from V.U.E. Orientation Manual, Palm Beach County School Volunteer Program.

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wehrever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfere.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater conern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

Session V

"Howdy Pardner"

A. Overview

Tha paraprofessional and professional must become partners and build a solid working relationship. This session provides some activities designed to facilitate this "team building".

B. Materials

Chalkboard, chalk
Directions for Cooperation Square Game on a poster
Envelopes of "square" pieces
Job description forms

C. Lesson & Activity

(As participants enter guide them into groups of 5. Be sure each group is a mix of professionals, paraprofessionals. Do not introduce members of the group to each other. Do not specify who will work with whom yet.

Guide participants through the "cooperation Squares Game". Discuss.)

Match paraprofessionals to the professional they will be teamed with this term.

Allow them some time to get acquainted. Encourage conversation.

Have the team partners develop cooperatively a job description form reflecting a compromise of their joint expectancies. Review for them the points to consider in completing a job description discussed in Session III.

After the job descriptions are completed collect them to make yourself copies. You can return them at the next session.

Tell the professionals that the next and final session will be the orientation program for their volunteer. They need to review the pass out "Orientation Information and Procedures" and come prepared to cover the necessary information.

COOPERATION SQUARES GAME*

LEADER'S GUIDE

PURPOSE

To become more sensitive to how one's behavior may help or hinder joint problem solving.

MATERIALS

Set of squares and instruction sheet for each five participants

Table for each five participants

Stiff paper

Envelopes

PREPLANNING

Before the session, the Volunteer Resource Person or other selected leader should prepare a set of squares and an instruction sheet for each five participants. (See reference sheets A and B.)

PROCEDURE

1. Divide the participants into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.
2. Ask that the envelopes be opened only on signal.
3. The Volunteer Resource Person or selected leader should begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. Example:
   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.
4. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.
5. When all or most of the groups have finished, call time and discuss the experience. Ask such questions as
   How did you feel when someone held a piece and you did not see the solution?
   What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?
   How did you feel about breaking up your square?
   How did you feel about the person who was slow at seeing the solution?
   Was there a climate that helped or hindered?

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COOPERATION SQUARES GAME (continued)

REFERENCE SHEET A

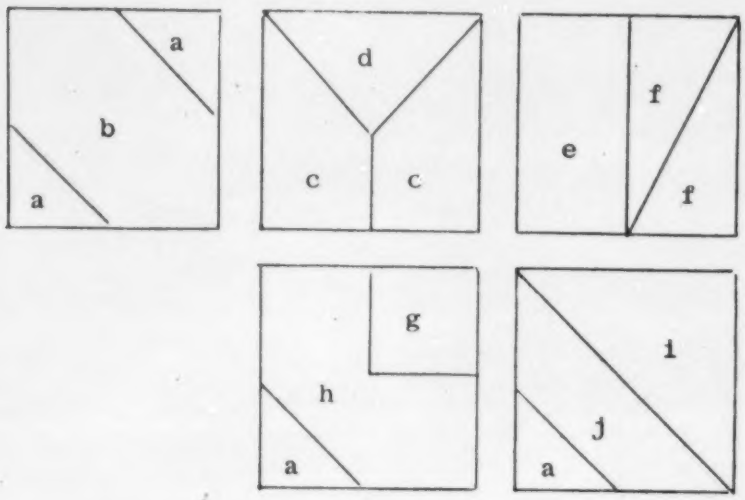
SETTING UP SQUARES

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6"x6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A--i, h, e
B--a, a, a, c
C--a, j
D--d, f
E--g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6"x6" squares.



MINI-MODULE 1 - Preparing for a School Volunteer

COOPERATION SQUARES GAME (continued)

REFERENCE SHEET B

INSTRUCTIONS

Each participant should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.
2. No member may ask for a card or in any way signal that he wants one.
3. Members may give cards to others.

Session VI

"Let's Get Going"

A. Overview

The goal of this training has been to offer volunteers training in skills and attitudes necessary to work effectively in the school community. The volunteer/teacher team must work smoothly. Orientation and joint planning is the last step in training, but the first step is beginning the program.

B. Materials

Copies of:

"Grade Level Tasks" for each volunteer (Only the levels he/she is working with.)

C. Lesson

We have discussed how paraprofessional assistance can be used in the classroom and school community. You have determined specifically how you plan to use your extra helper. Job descriptions have been analyzed, communication vehicles set for explaining plans to volunteers. Let's get going!

You and your volunteer partner should be ready to go, right? Wrong! There are a few aspects of orientation you must cover first. The following are vital pieces of information to be discussed in volunteer orientation.

(Pass out and Discuss "Orientation Information & Procedures.")

Once you begin working regularly with your volunteer, these details will fall into a daiiy routine. You are your paraprofessional's direct supervisor. You will be observing your helper in his or her activities. There should be an evaluation session each time you work together. Discuss how the activities progressed. Was the lesson long enough? Did you plan a suitable task for the child's level? Did the volunteer keep the student on task? How well did the student accomplish the skill attempted? What might have worked better? The feedback you recive from the volunteer should be one means of determining his or her success.

Orientation Information and Procedures

The first session with your volunteer is very important. In this time you will set the tone for your working relationship. You must remain the leader but still make your volunteer feel confident, useful, and an invaluable part of your classroom.

Have you:

1. Explained fire drill procedures?
2. Discussed your methods of discipline and classroom rules?
3. Introduced your volunteer to your colleagues and other paraprofessionals?
4. Shown your volunteer smoking areas, restrooms, parking, and sign-in location?
5. Clearly establish and explained the schedule the volunteer will follow?
6. Toured your classroom observing centers, materials, equipment, etc.?
7. Determined if the volunteer will be eating lunch at the school and made arrangement as necessary?
8. Explained your communication vehicle?
9. Made your volunteer feel a comfortable part of your working situation?
10. Allowed the volunteer to ask questions freely?
11. Decided what procedure you will follow if either of you must be absent?
12. Discussed the school dress code if applicable?
13. Explained school policies and rules?
14. Made name tags for your students to help the volunteer learn names?
15. Provided a place for your volunteer to put personal items such as coat and purse?
16. Smiled!

If you have - You're Ready!!!

You will also be observing your volunteer work with children and perform tasks assigned. How well does he or she carry out your instructions? How do the children respond to the volunteer?

Volunteers realize they will be evaluated at what they do in the school. Evaluations however should be kept informal. There is not need to make helpers overly nervous or anxious by filling out forms in triplicate on their capabilities and/or flaws. If you are having daily evaluation sessions (and you definately should be!) after each session with your volunteer, any problems or suggestion for improvement can be handled here. The evaluation of the morning's activities is less threatening than the evaluation of the person carrying out the activities, yet provides a vehicle for correcting false assumptions and changing bad habits or patterns. Often the problem is simply one miscommunication or misinformation which can be quickly corrected.

I cannot stress enough the importance of these sharing sessions regularly. Neglect in this area can allow minor problems to blossom into major problesm. Any truly big problems should be discussed with your building coordinator.

(Although the author of this training packet believes that evaluation of paraprofessionals should be informal in nature, you may choose to use more formal procedures. To that end forms for evaluation of volunteers are available in the refernces section of this packet.

Forms are also available for total program evaluation by the building coordinator. and evaluation of the program by teachers and volunteers. The use of these is highly encouraged as an end of the year activity. This feedback is vital for program growth and improvement.)

The final point today is the value of PRAISE and a feeling of worth. Teachers know better than anyone else the role of self concept in a child's development. Adults are not different.

Volunteers (especially because they aren't paid) must feel appreciated. A smile and "well done" are often sufficient. The children will reward volunteers on their own. You won't have to tell them. The way to retain a volunteer is to make him or her feel as important as you are in the classroom! You cannot say thank you too often.

Including volunteers in planning and allowing them to accept responsibilities are ways of increasing a volunteer's feeling of worth. Evaluate what you ask them to do regularly to keep their tasks varied and interesting.

Take a personal interest in your volunteer as a person and not just extra hands. Remember her birthday, favorite color, and recognize special talents allowing the volunteer to use them. Be a friend and partner to your volunteer. You'll gain a friend in the process.

There are special occassions to keep in mind. National Volunteer Week or "Your Schools" Volunteer Week or Volunteer Recognition Day can be times to celebrate. Let the children make something for their helper or write stories, letters, or poems, to be put into a booklet and presented to the volunteer. What about certificates, blue ribbons, flowers, or a portrait of the volunteer (drawing by pupils - naturally!)?

(Pass out copies of "101 Ways to Give Recognition to Volunteers".)

Here is a compilation of recognition ideas by Vern Lake of Volunteer Services, Minnesota Department of Welfare.

Remember a volunteer who gets recognition by the heap is a volunteer you'll keep!

The next session will be "Team Building". Both volunteers and teachers will attend.

D. Activity

Have teachers particpate in the following role play situation designed to provide practice in the all important skills of supervision and daily evaluation of a volunteer partner.

Each situation calls for one participants to play "teacher" and one participant to play "volunteer". Allow about 2 minutes per drama then interrupt and discuss.

Situation 1: You observe your volunteer break a class rule.

Situation 2: Several students complain that they do not want to work with Mrs. Schwartzfelder, your volunteer anymore because she's too strict.

Situation 3: You decide your volunteer needs to be more aware of the learning disability problem of a child she's tutoring.

Situation 4: Your volunteer is not following the activities you plan for her just exactly as you intended, but, what she's doing works!

Situation 5: You sense frustration in your volunteer, she/he seems restless and has been absent twice.

Situation 6: You would like your volunteer to try something new - he/she is hesitant.

Situation 7: Your volunteer is rather quiet. Your never feel you know what she really thinks. You decide now it's time for real communication!

Situation 8: Your beautiful activity on long vowel digraphs has thoroughly confused the volunteer. The children were lound and frustrated. HELP!

5

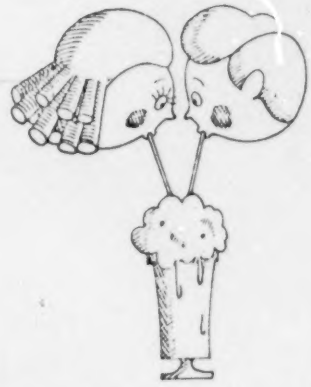
101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

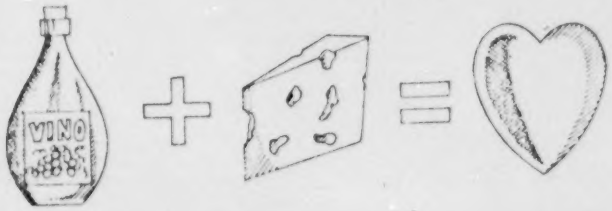
I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.



1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.

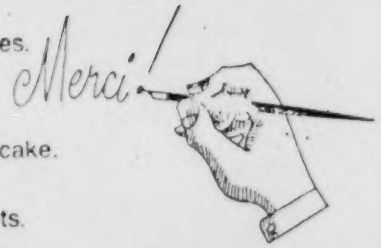
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.

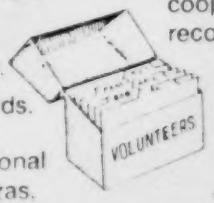


39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.



64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.



77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.

80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.

82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile

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Ideas for Updating Sessions

I. Sharing Sessions -

- New Idea
- What's Worked for certain teachers and volunteers
- Setting new goals or revising goals of the volunteer program

II. Skills -

- Reading tutoring
- Math tutoring
- Working in the library
- Use of Machines and equipment
- Typing
- Science
- Social Studies
- Use of the library with students
- Experiences in Art

III. Materials -

- Display of materials suitable for volunteer use
- Previews of commercial kits for paraprofessionals
- Make and take session
- Inservice on Right to Read materials

IV. Public Relations

- Do a slide show
- Plan a Volunteer Day
- Have a Book Fair
- Plan a booth for the school carnival
- Plan a talk for PTA or a faculty meeting

V. Speakers

- The LD Specialist
- The Speech & Hearing Specialist
- The Librarian
- The Reading Specialist
- The Math Specialist
- Karen May - Vision
- Volunteers from other schools

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the child.
2. Try to find out what interests him.
3. Be sure he succeeds, since if he succeeds he will feel good about himself.

GETTING ALONG WITH THE CHILD

Be yourself—it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.

2. Make sure your student knows your name. Write it, along with your address and telephone number, on a card for him to carry with him.

3. Show your student that you are interested in him as a person. Ask him about himself:

What does he like to do?

Who are his friends?

What is his family like?

What are his hopes and dreams?

4. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.

5. A few minutes of easy talk is a good way to begin. Listen to what the child has to say. Pay attention to him.

6. If possible, invite your child to go with you on trips or errands outside the school. Make this child your special friend.

Finding Out What Interests the Child

1. If the child likes you, his desire to please you will help him to learn.

2. Children like to do what interests them. Because you will be working with only one child at a time, you can work with things that really interest him.

3. How do you find out what interests him?
   a. Talk to him. Listen to him.
   b. Show him pictures and let him pick out the one he likes best and tell you about it.
   c. Line up a few simple toys and let him choose the one he likes best to tell you about.
   d. Begin a story and let him finish it. He can think of an ending to tell you.
   e. If he brings something to you, show interest in it and let him tell you about it. (It might be a bug, a rock, a piece of glass, etc.)
   f. Children like a pat on the back or a hug. Other rewards might be a star on a chart or a piece of candy, a chance to do something special or a prize. These rewards should be given, but only when children know that they really did succeed in doing a lesson well. If you are a good tutor they will succeed in every lesson and will deserve a reward. The prizes could be saved for extra effort and especially good work.

Making Sure the Child Succeeds

Even something as simple as having the child repeat a word after you have said it to him gives

him a feeling of success. Here are some steps for making sure he succeeds:

Step 1. Begin by asking the child to do something you feel sure he can do.

Step 2. Praise the child for his success. Let him know you expected him to succeed by saying: "I knew you could do it."

Step 3. Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.

Step 4. If the child does that well, praise him and move on. If not, try something easier. If, for example, you had showed the child the word "there" and he read it as "that", you say "there" (without telling him he was wrong) and then ask him to repeat it. When the child says "there", praise him and move on.

Step 5. Always end the tutoring time with praise or a special reward.

Helping the Child Feel Good About Himself

If a child thinks that he cannot learn school subjects he probably won't learn them. Many children come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depend on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a child is told he is "dumb" or "slow" or that "he never gets anything right" he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the child can learn and that he is a good learner. A warm, friendly feeling between you will say that you know the child is an important and worthwhile person. When you allow a child to succeed you are showing your faith in his ability. When you praise the child for his work and give him small rewards, you are showing him that he can do well in school.

Taken from:

Right to Read - Tutor's Handbook

TUTORING TIPS

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are truly interested in him by asking about him—his interests, friends, and problems.
4. Keep your schedule. If you cannot meet with the student at the regular time, be sure to let him know.
5. Give the student your full attention. Listen to what he has to say.
6. See the student's teacher regularly to get instructions on the lessons to be taught.
7. Let the student know you are human, too. Don't be afraid to make mistakes.
8. Learn school rules and follow them.
9. Set an example for the student by being courteous and respectful.
10. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.
11. Keep the lesson moving. When you notice the student losing interest, change activities.
12. Build the student's self-confidence. Let him know you expect him to do well.
13. Ask for help when you meet a problem you are not sure you can handle.
14. Be patient. Progress may seem slow. After a few months you'll notice some gain.

-- Conference Sheet --

Dear Tutor:

Here are a few hints for your first conference with the students. Relax, be yourself, and smile!

Good Luck,

Debby

1. Give your name and ask the student for his or her name. Also ask what they would likt to be called. Perhaps they have a nickname.

2. Ask some questions to find out the child interests. Ask about: pets, brothers and sisters, favorite T.V. show, favorite food, favorite game, subjects you like in school, etc.

3. Be willing to tell the child about yourself. Tell about: your children, your interests, your favorite things, etc.

4. Explain the program. Tell the child how often he or she will com. Tell him or her that you will practice reading with them. Say that sometimes you will work and sometimes you will play a game or hear a story.

5. Ask the student what he would like to do.

6. Point out in which areas the student needs practice and which areas are strong. Don't forget to tell him or her something good about himself.

7. Close the conference with the planned activity.

8. Give the student the letter to take home to his parents.

9. Tell the student when you will see him or her next.

10. Smile and call them by name as you say goodbye.

FIRST GRADE

READING

Reinforce previous prereadiness and readiness skills

I. Vocabulary

A. Names and identifies manuscript alphabet symbols in both uppercase and lowercase letters. Recognizes these letters in words.

B. Identifies and reproduces initial consonant sounds and initial consonant clusters (b, f, t, st, sk, gr)

C. Identifies the final consonant sound in a word (stop)

II. Comprehension

A. Listens and follows directions

B. Reads for a specific purpose

C. Understands punctuation marks (. , ?)

D. Develops understanding of sequential order (what comes next in a story)

E. Uses picture clues

HANDWRITING

A. Reproduces uppercase and lowercase manuscript letters

B. Copies from a model a sentence which is comparable to the medium scale on the first grade handwriting

C. Places body, hand, paper and writing instrument in the proper position

D. Progresses from unruled paper to one inch ruling with a mid-line at one-half inch

SPELLING

Spelling program geared to reading levels

A. Detects likenesses and differences in final vowel - consonant phonemes (rhyming words)

B. Detects likenesses and differences in consonant phonemes (words beginning with same sound)

C. Identifies both uppercase and lowercase manuscript letters

D. Spells first and last names

ORAL EXPRESSION

A. Uses words learned through daily experiences

B. Substitutes words with like meanings

C. Relates ideas in sequence

D. Participates in share and tell

E. Uses complete sentences

F. Dramatizes roles of familiar people, of story characters, and of emotions

WRITTEN EXPRESSION

A. Dictates phrases and sentences for pictures the student draws

B. Creates pictures for stories the student dictates

C. Demonstrates understanding that written sentences have both words and spaces

D. Suggests titles for dictated stories

LISTENING SKILLS

Applies all skills listed under auditory discrimination in kindergarten

A. Recognizes sounds in words

B. Reproduces sound of letters and words after hearing them

C. Answers questions about a story orally presented

D. Follows two and three-step directions

SECOND GRADE

READING

Review and refine previously taught skills

1. Vocabulary

A. Recognizes and reproduces:

1) Double consonant sounds (pp, ff)

2) Syllables in words ending in et, le, and words beginning with be-
3) Suffixes: -er, -ing, -ed, -s, -es
4) Prefix: un-
5) Contractions: can't, won't, don't, I'm, I'll, it's, isn't, we'll

B. Recognizes root words, abbreviations (Mr., Mrs., Dr.) and compound words

C. Recognizes and reproduces short vowel sounds (a, i, u) diagraphs (sh, th, ck) and double consonant (ll, ss, ff) that have been introduced

II. Comprehension

A. Understands quotations and multiple ideas in sentences

B. Recognizes main idea of a selection

C. Uses context skills (understands new words by the way they are used in a sentence)

D. Draws inferences, anticipates outcomes

E. Uses comparison and contrast

F. Expands classification skills

HANDWRITING

A. Masters manuscript handwriting

B. Maintains the correct habits of position

C. Begins to refine skills such as neatness, pleasing arrangements of work and margins

D. Holds pencil, chalk appropriately

E. Progresses from paper with one inch ruling to three-quarters of an inch with a lighter guideline at mid-point

F. Copies from a model a sentence which is comparable to the medium scale on the second grade handwriting evaluation form

SPELLING

Spelling program geared to reading levels

Review and refine previously taught skills

A. Identifies vowel sound in a one syllable word

B. Spells number words one through ten

C. Adds s to singular form of common nouns

D. Spells by analogy (consonant substitution ex: cat, rat, hat)

E. Uses the er noun agent endings (singer, player)

F. Applies rules of capitalizing to names and to sentence endings

ORAL EXPRESSION

A. Participates in group discussions

B. Takes turns speaking

C. Tells about something read

D. Gives descriptions of personal experiences

E. Participates in dramatization of simple stories

WRITTEN EXPRESSION

A. Writes phrases and sentences about pictures

B. Creates make-believe stories

C. Writes titles for own stories

D. Writes answers to simple questions

LISTENING SKILLS

Applies all listening skills previously learned to:

A. Determine purpose

B. Identify details

C. Identify main idea

D. Identify sequence of events

E. Identify relationships (cause-effect, comparisons, etc.)

F. Interpret descriptive language

G. Recognize emotions

H. Draw inferences

I. Anticipate outcomes

READING

Review and refine previously taught skills

I. Vocabulary

A. Two and three letter consonant clusters (str, spr)

B. Recognizes the number of syllables in words

C. Recognizes long and short vowel sounds

D. Understands possessives (singular and plural)

E. Recognizes and understands contractions (I've, they've, we've, he's, she's, and I'd)

F. Extends ability to recognize and understand prefixes, suffixes, and compound words

G. Recognizes and reproduces vowel diagraphs (ou, oi, oo)

H. Antonyms and synonyms (big, little - hat, cap)

II. Comprehension

A. Makes a sentence into a question

B. States main idea of a selection

C. Recalls detail

D. Organizes a selection in sequential order

E. Distinguishes between realism and fantasy

HANDWRITING

A. Maintains manuscript skills

B. Slant, spacing, letter formation and letter joining are comparable to medium specimen on third grade handwriting evaluation form

C. Reproduces uppercase and lowercase cursive letters

D. Applies cursive writing skills for writing activities

E. Progresses from paper with three-quarters of an inch ruling to one-half inch ruling with a light guideline midway between

F. Adjusts position of body, arms, hands and paper for cursive writing

G. Holds writing tools appropriatley

H. Proofreads for correction of errors

SPELLING

Spelling program geared to reading levels

Review and refine previously taught skills

A. Spells days of week and months of year

B. Adds es to singular forms

C. Changes y to i before es

D. Drops silent e before adding a suffix

E. Adds ing to "doing" words to make new words (must double final consonant)

F. Uses the s to show possession

G. Uses oy spelling of oi sound

H. Adds er and est to words to make them mean more and most

I. Knows and uses two letter consonants which spell one sound wh, ch, th, sh, and ng

J. Knows and applies the following:

In most words spelled with a vowel, a consonant and then an e -- the first vowel is long and e is silent. (Ex: time, tame)

K. Applies rules for spelling to contractions

L. Knows and uses ar sound as in car, barn, star

ORAL EXPRESSION

A. Keeps to subject in group discussions

B. Speaks clearly and distinctly

C. Presents ideas so others may understnad

D. Uses verb forms correctly

E. Retells short stories using sequence of events

F. Dramatizes introductions and friendly telephone conversations

G. Reads orally with good expression

H. Participates in choral reading

WRITTEN EXPRESSION

A. Makes complete sentences

B. Writes a short paragraph

C. Uses a variety of descriptive words

D. Recognizes parts of speech

E. Applies rules for capitalization and punctuation to written expression

LISTENING SKILLS

Applies all listening skills previously learned to:

A. Determine purpose

B. Identify details

C. Identify main idea

D. Identify sequence of events

E. Identify relationships (cause-effect, comparison, etc.)

F. Interpret descriptive language

G. Recognize emotions

H. Draw inferences

I. Anticipate outcomes

FOURTH GRADE

READING

I. Vocabulary

A. Uses basic reading skills to sound out and divide familiar words into syllables

B. Uses the logic of the sentence to understand unfamiliar words

C. Locates words in dictionary

II. Comprehension

At a level where the student can read without help

A. Identifies main idea of paragraph or selection

B. Identifies details which support main idea

C. Begins to learn outlining by recognizing topics and subtopics

D. Understands clues to time order words, such as: first, next, before and until

E. Identifies statements as fact or opinion

F. Independently selects and reads library books

G. Applies reading skills in other subject areas

H. Adjusts reading rate to purpose and difficulty of material. For example: skimming to find specific facts

I. Understands details that reveal character and setting in stories, poems, etc.

HANDWRITING

A. Forms all letters with fluency on 3/8" paper in cursive and manuscript

B. Writes a minimum of 40 letters per minute

C. Uses proper body position and placement of paper

SPELLING

Spelling program geared to reading levels

Review and refine previously taught skills

A. Spells correctly abbreviations for the days of the week and the months of the year

B. Knows and applies the rules of spelling to:

1. Short vowel words (man)
2. Double consonant words (wall)
3. Irregular word forms (fruit, soldier)
4. Hard and soft spellings of c and g (cut, city, get, gentle)
5. Words with silent letters (night, knife)
6. Words with prefixes
7. Words with suffixes
8. Compound words
9. Contractions
10. Homonyms (their, there)
11. Syllabication (bro-ken)

C. Identifies misspelled words

D. Applies the rules of capitalization in spelling

E. Spells correctly words from a list of common words

ORAL EXPRESSION

Applies skills learned in the primary grades

A. Describes steps necessary to complete a task

B. Answers questions in complete sentences

C. Chooses a topic and gives a short report

D. Dramatizes original stories

E. Uses good voice level in a group

WRITTEN EXPRESSION

A. Recognizes the difference between sentences and phrases

B. Identifies parts of speech in sentences

C. Writes simple sentences that are grammatically correct

D. Writes original short stories

E. Uses correct form to write a friendly letter

F. Writes directions for performing a simple task

G. Writes about something the student has read

LISTENING SKILLS

Applies all listening skills previously learned to:

A. Determine purpose

B. Identify details

C. Identify main idea

D. Identify sequence of events

E. Identify relationships (cause-effect, comparisons, etc.)

F. Interpret descriptive language

G. Recognize emotions

H. Draw inferences

I. Anticipate outcomes

FIFTH GRADE

READING

1. Vocabulary

   A. Uses dictionary or glossary to aid in recognizing unknown words by using the pronunciation key and identifies the proper meanings of the word according to the way in which it is used

11. Comprehension

   A. Understands the skills of outlining such as organizing by topic and sub-topic

   B. Arranges a series of statements in logical order

   C. Uses table of contents and index to find information

   D. Uses an encyclopedia to find information

   E. Distinguishes obvious differences between characters

HANDWRITING

   A. Writes a minimum of 50 letters per minute

   B. Uses proper form of manuscript handwriting for specific purposes
   Examples: charts, maps, labeling

SPELLING

Spelling skills are geared to reading levels

   A. Knows and applies all previously taught rules as listed at the fourth grade level

E. Identify relationships (cause-effect, comparisons, etc.)

F. Interpret descriptive language

G. Recognize emotions

H. Draw inferences

I. Anticipate outcomes

B. Applies the rules of capitalization and punctuation to spelling

C. Edits spelling in the student's own written work

D. Spells abbreviations of common words

E. Spells correctly words from a list of common words

F. Applies spelling skills to locate words in the dictionary

ORAL EXPRESSION

Applies previously learned skills

A. Makes oral presentations up to two minutes in length

B. Answers questions based on a selection read orally

C. Summarizes on oral report briefly

D. Dramatizes biographical characters and historic events

WRITTEN EXPRESSION

A. Writes statements, questions, exclamations and commands

B. Uses correct sentence patterns, grammar, parts of speech, capitals and punctuation

C. Writes a paragraph about a given topic

D. Writes a report

E. Writes original stories

LISTENING SKILLS

Applies all listening skills previously learned to:

A. Determine purpose

B. Identify details

C. Identify main idea

D. Identify sequence of events